

**THE STUDENT'S SPEAKING ABILITY AT THE ISLAMIC SENIOR
HIGH SCHOOL MA DINIYAH PUTERI PEKANBARU**



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**THE STUDENT'S SPEAKING ABILITY AT THE ISLAMIC SENIOR
HIGH SCHOOL MA DINIYAH PUTERI PEKANBARU**

A Thesis

Submitted to Fulfill One of the Requirements
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SUPERVISOR APPROVAL

This thesis entitled "*The Student's Speaking Ability at the Islamic Senior High School Diniyah Putri Pekanbaru*" that is written by Safrina, NIM. 10414024473. It is accepted and approved to be examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif kasim Riau.

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The Writer

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ABSTRACT

Safrina (2011): “The Student’s Speaking Ability at the Islamic Senior High School Diniyah Putri Pekanbaru”

In accordance with the symptoms, the writer had seen some problems that should be discussed and overcome. This research was aimed to find out how was the student’s speaking ability. The subject of this research was the first and the second year students of MAS Diniyah Putri Pekanbaru, and the object of this research was the student’s speaking ability. It was firstly proven by the writer through her preliminary research before doing the research which showed the symptoms as explained as follows: Some of the students still made more mistakes in speaking, had lack of vocabularies and, were passive in learning English, even though they had learned English at least for six years starting from Elementary school level. The population of this research covered 45 students, since the number of population was not large, the writer took them as total sampling. In collecting data, the writer used a test and a questionnaire. The test was used to find out the student’s speaking ability, while the questionnaire was used to identify the influenced factors in learning English. In analyzing the data, the writer used the percentage and the formula $P = \frac{E}{N} \times 100\%$. Based on the research finding, it was found out that the student’s speaking

ability was less than enough category, and the influenced factors were (1) they did not master the grammar well, (2) they did not know the meaning of words, (3) they had lack of vocabulary in English, and (4) they got difficulties in pronouncing the words. Besides, the main factors influence the result, they had less effort to practice it in the classroom and at home, more over they had less of self confidence to speak English.

ABSTRAK

Safrina (2011): “Kemampuan berbicara siswa di MA Diniyah Putri Pekanbaru”

Sesuai dengan gejala-gejala, penulis melihat beberapa masalah yang harus di diskusikan dan diatasi. Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan berbicara siswa. Subjek penelitian ini pada tahun pertama dan tahun kedua siswa MA Diniyah Putri Pekanbaru, dan objek penelitian ini adalah kemampuan berbicara siswa. Ini pertama kali dibuktikan oleh penulis melalui penelitian pendahuluan sebelum melakukan penelitian yang menunjukkan gejala-gejala seperti yang dijelaskan sebagai berikut: beberapa siswa masih banyak membuat kesalahan dalam berbicara, kurangnya kosa kata dan pasif dalam belajar bahasa inggris, meskipun mereka telah belajar bahasa inggris setidaknya untuk enam tahun mulai dari tingkat sekolah dasar. Populasi penelitian ini meliputi 45 siswa, karena jumlah penduduk tidak besar, penulis mengambil mereka sebagai total sampling. Dalam pengumpulan data penulis menggunakan tes dan kuesioner. Tes digunakan untuk mengetahui kemampuan berbahasa siswa, sedangkan kuesioner digunakan untuk mengidentifikasi faktor yang mempengaruhi dalam belajar bahasa inggris. Dalam menganalisa data, penulis menggunakan persentase dan rumus $P = \frac{E}{N} \times 100\%$. Berdasarkan temuan penelitian, ditemukan bahwa kemampuan berbicara siswa

Kurang dari kategori cukup, dan faktor yang mempengaruhi adalah (1) mereka tidak menguasai tata bahasa dengan baik, (2) mereka tidak tahu arti kata-kata, (3) mereka kekurangan kosa kata dalam bahasa inggris, dan (4) mereka mendapat kesulitan dalam mengucapkan kata-kata. Selain itu faktor utama yang mempengaruhi hasil tersebut mereka harus sedikit berusaha untuk mempraktekkan di kelas dan di rumah, apalagi mereka kurang percaya diri untuk berbicara bahasa inggris.

الملخص

"بوتري Diniyah قدرة الطالب يتحدث في أول مدرسة إسلامية عالية بيكانبارو"

ويهدف هذا البحث لمعرفة كيفية وقدرة .وفقا للأعراض ، فإن الكاتب يرى بعض المشاكل التي يجب مناقشتها وحلها ، Diniyah وكان موضوع هذا البحث الأولى وطلاب السنة الثانية من بوتري ماس بيكانبارو . الطالب على التحدث وكان بعض الطلاب لا تزال تقدم المزيد من الأخطاء في . والهدف من هذه البحوث وقدرة الطالب على التحدث الكلام ، والافتقار إلى المفردات ، وكانت سلبية في تعلم اللغة الإنجليزية ، على الرغم من أنها : أولا ثبت من قبل وكان الكاتب من خلال أبحاثها الأولية قبل القيام بالبحوث التي أظهرت الأعراض كما هو موضح على النحو التالي اتخذ الكاتب ويبلغ عدد سكان . تعلم اللغة الإنجليزية على الأقل لمدة ست سنوات بدءا من مستوى المدارس الابتدائية في جمع . هذا البحث تتناول 45 طالبا ، ونظرا لأن عدد السكان لم تكن كبيرة ، كما أخذ العينات منهم مجموع تم استخدام اختبار لمعرفة قدرة الطالب على التحدث ، في حين تم . البيانات ، وتستخدم الكاتبة اختبار واستبيان في تحليل البيانات ، واستخدام الكاتب . استخدام استبيان للتعرف على العوامل التي تؤثر في تعلم اللغة الانجليزية واستنادا إلى نتائج هذه البحوث ، تبين أن ن الطالب يتحدث. النسبة المئوية والصيغة ف = اف اكس 100 % وكانت قدرة أقل من الفئة بما فيه الكفاية ، والعوامل التي تؤثر و(1) انهم لا يتقنون قواعد اللغة بشكل جيد ، (2) لأنهم وصلوا صعوبات (دي انهم لا يعرفون معنى الكلمات ، (3) لديهم نقص المفردات في اللغة الإنجليزية ، و (4) كان لديهم الى جانب ذلك ، العوامل الرئيسية التي تؤثر على نتيجة ، وأقل جهد ممكن لممارستها . في نطق الكلمات . في الفصول الدراسية وفي المنزل ، وعلى مدى أكثر كانوا أقل من الثقة بالنفس على التحدث باللغة الإنجليزية

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CHAPTER I

INTRODUCTION

A. The Background

English is generally acknowledged to be the most important language in the world. It is used as an international communication. Therefore, Brown (1994:122) says that English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.

Paulston and Bruder (1976; in Syafi'i: 2007: 97) also point out in the same tone that the four skills of language are listening, reading, speaking, and writing. In order to master the four English languages skill, first of all the students have to understand the English grammar because it is very important to know in practicing language. The rule of the language is to help them in forming acceptable expressions in sentences.

Speaking in English is one of the four language skills. Students learning English in Indonesian are expected to be able to speak English as the objective of the curriculum for each level.

Madrasah Aliyah Diniyah Putri is educating the moeslem girls, to be good worshiper and attitude skillful in managing their own family and the community as whole. However, most of the students of Madrasah Aliyah as the beginners learning English as it are expected. Madrasah Aliyah Diniyah Putri is located on K.H. Ahmad Dahlan Sukajadi in Pekanbaru. Speaking is one of the important skill

in English. Yayasan Diniyah Putri is founded kindergarten Islamic Junior High School, Islamic Senior High School, Boarding School, and Educational teacher of kindergarten.

In order to communicate in English well, learner must be able to master the four language skills. As we know, one way to undertake some activities in learning English is by speaking or conversation. Speaking is one competent of communicative competence. Speaking is one competent that must be developed. People through speaking or conversation can obtain ideas, messages and information. Furthermore, Harmer (1991: 2) says that, Speaker says things because they want something to happen as result of what they say. They may want to charm the listener; they want to give some information to express pleasure. They may decide to be rude or flatter, to agree or complain. In each of these cases they interested in achieving this communicative purpose. What is important is the message they wish to convey and effect they want it to have.

Furthermore, we judge someone who can speak English is from her speaking. So, as a teacher of English we must spend our times in teaching speaking or communication. In addition, Hashing (1997: 13) says that our students need to learn not only linguistic knowledge, but also how to use strategies to keep conversation going on.

Basically, the objectives of speaking at senior high school are as follows:

1. Students can make a short conversation
2. Students can describe the thing, place sequence of event simply

3. Students are able to ask and answer about every thing

Based on statement above the writer finds, that student' difficulties in speaking might be based on two sides (students and teachers). From the students' side, the writer finds two difficulties. First, the students are afraid of making mistakes because they lack of vocabulary. Second, most of the Students rarely use English in teaching and learning process. They also never use English outside of the classroom.

As Cristrian (1975: 330) says that, the other cause is that English is rarely used in classes including in the teaching and learning process. Most of students still speak indonesian. As a result, the students do not understand what the teachers says when the English teacher try to speak English.

Based on temporary observation, the writer finds that there are many the students who still have difficulty in communicating English well. It can be seen from the symptom as follows:

1. Some of the students do not follow the tenses when there are speaking English
2. Some of the students do not know how to use their own thinking speaking in English
3. Some of the students rarely use English in the teaching and learning process
4. Some of the students do not want to participate to say their opinions in English discussions primarily in speaking fluently
5. Some of the students have lack of English vocabularies in expressing their

ideas

6. Communication is not active between students and teacher
7. Some of the students still make mistake in grammar while speaking English
8. Some of the students seem to share and express their own ideas in speaking fluency

As we know, at the third year of Senior High School, English has been taught. At least, they have been learning English four years. However, in fact their speaking ability in English is still very far from the aim of curriculum. It can be recognized from the symptoms above, so, the writer is interested in carrying out a research entitled: “*THE STUDENT’S SPEAKING ABILITY AT THE ISLAMIC SENIOR HIGH SCHOOL DINIYAH PUTRI PEKANBARU*”.

B. The Problems

1. The Identification of the problem

The identification of the problems are identified as follows:

- a. Why are the students still confused to express their ideas in English communication?
- b. What factors that influence the Student’s Speaking Ability at the Islamic Senior High School Diniyah Putri Pekanbaru?
- c. How is the Student’s English Speaking Ability at the Islamic Senior High School Diniyah Putri Pekanbaru?

2. The Limitation of the problem

The student’s ability in speaking can be studied from four aspects:

Pronunciations, Vocabulary, Structure, and Fluency. This study is limited on the students speaking ability.

3. The formulation of the problem

Based on the limitation of the problem above, the writer formulation the problem research into following questions:

1. How is the student's English speaking ability at the Islamic Senior High School Diniyah Putri Pekanbaru?
2. What factors that influence the student's speaking ability at the Islamic Senior High School Diniyah Putri Pekanbaru?

C. The Reasons of choosing the title

The following statement is the researcher's reasons in carrying out this research:

1. The research can be carried out according to the writer's ability.
2. As far as the writer's knowledge, this title has not been researched, yet.

D. The Objective and the significances of the research

1. The Objectives of the research

The objectives of the research can be described as follows:

- a. To find out how the speaking ability of the students at the Islamic Senior High School Diniyah Putri Pekanbaru.
- b. To find out the factor that influences the student's speaking ability at the Islamic Senior High School Diniyah Putri Pekanbaru.

2. The Significances of the research

There are some significances of the research that can be described as follows:

- a. To give contribution for the students to improve there speaking ability.
- b. To give crucial information to the teachers at Diniyah Putri in order to support the educational quality.
- c. To be deep information to the learners about speaking ability.
- d. To give precious contribution to education particularly in teaching learning process.

E. The Definition of the Term

In order to avoid the readers' misunderstanding and misinterpretation in reading the title of this research, the definition of the term must be given. The followings are the definition of term:

- 1. Ability is capacity or power to do something physical or mental (Oxford Advanced Learner's Dictionary, AS Hornby, 1998: 2 in Jumri 2006: 6). in this research, speaking ability is the ability of a student's to exchange his or her idea, share difference information feeling or something in his her minds to other by using spoken language.
- 2. Speaking Ability in this study is the ability of the Islamic Senior High School Diniyah Putri Pekanbaru in production correct sentence structurally and speaking fluently.

Speaking is to reproduce words or to use word in dictionary voice (not singing) or utter words by using conversation (Hornby, 1989: 1227)

CHAPTER II

THE THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Nature of Speaking

Speaking is very important for those who learn English as a foreign or second language. By speaking, someone can communicate and share information with each other and can express his or her ideas. According to Chaney (1998: 13 in Hayriye Kayyi <http://unr.edu/homepage/hayriyek>), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols. Meaning that, speaking is very crucial in communicating and sharing information and it is also very crucial part of second language learning and teaching.

Commonly, there are four language skills in mastering English namely: listening, speaking reading and writing. Speaking is useful because it gives many advantages in learning English. It can increase student's pronunciation, grammatical structure and vocabulary. Speaking plays an important role in having four language skills. In fact, there are four characteristics of communicative view of language: Language is a system for expression of meaning, the primary function of language is interaction and communication, the structure of language reflects its functional and communicative use, the primary unit of language is not merely its grammatical and structure, but categories of functional and communicative meaning as exemplified in discourse.

In speaking, someone needs language to communicate with each other in

order the message that is conveyed by source language to the receptor language can be achieved. Pertain the statements above, Jespersen (1924, in Marianne Celce 1978: 83) says that the essence of language is human activity- activity on the part of one individual to make it understood by another, and activity on part of that other to understand what was the mind of the first. To success in communicating language, when someone speaks with each other should consider about the same language. Otherwise, the communication cannot succeed if they do not consider about the language.

A success of the students in speaking is measured through the accuracy and fluency of their speaking ability. In speaking, the student's are expected to be able to speak and interact orally each other either, to get or to convey the information. In teaching speaking, teacher should have the ability to guide students in learning speaking. We have known that students' competences in English are still limited. Therefore, the teacher should have many strategies and techniques in teaching speaking. In order that, the student's understand, creative and active.

B. The Components of Speaking Ability

Speaking is as the capability to use a language. Horn by, (1989: 227) says that to speaking is to reproduce words or to use words in order to utter the words by using conversation. It means that a speaking in order to make the listener understand. Speaking can be used to understand to use of language. It means that complete sentence is not always use in Speaking and Vocabulary is simpler.

The definition described above, shows that speaking is a skill that is

needed in learning a language. This is because by speaking people can get messages, ideas, suggestion or important information.

The expected of 1994 Curriculum of the Islamic Senior High School Diniyah Putri Pekanbaru Student Diniyah Putri learn some parts of grammar. They learn simple present, past, and using question: where, what, and how many. By understanding, they are expected to use them in speaking.

Speaking is very important in mastering English. the students who learn English required to masters the ability to speak and communicate with each other. There are four components of speaking ability:

1. GRAMMAR

If we talk about grammar, we will also talk about the patterns of a language. Because, to master language correctly. We have to know the language grammatically and how to arrange it. One thing that we have to know is that every language grammar has many patterns depends on situation and condition. Example; generally, the time of English grammar consists of simple present, past, future, and perfect. Each of time is still divided into four. Totally are sixteen.

There are many other patterns that relate to grammar. It shows that grammar is changing depends on the time. It means talking about grammar is also talking about how to arrange the words or sentence. Grammar is constituent of English, which directly related to students ability in understanding English. It is not only in English but also in other language. This is grammar subconscious and is not the result of any teaching.

In addition, Freeman (1991:348), says that grammar is one of three

dimension of language interconnected. Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. And if we want to speak English well we should use the correct grammar. Grammar means that the ability to use sentences in general and structural use. And then, Grammar is very important in Speaking. If we do not know the appropriate grammar in sentence, the listener will be doubt for what we have said. Therefore, Speakers must be aware of the grammar used in Speaking.

The people have to master the grammar first, because if someone understands the grammar. It will ease him or her to learn it. According to Burton (1982: 128), "An understanding of grammar speeds up our language learning". Using the correct grammar form of grammar makes us easy to communicate and understand the intended meaning of the sentences. It shows that we have a good attitude in speech or our writing.

The teacher teaches the students grammar, which are taken from some grammar books. The lesson is based on English sentence pattern, fundamental English grammar, understanding and using English grammar books, and then TOEFL to the last material. Besides that, the teachers also ask students to find and read other resources of English grammar book.

Based on statement above, it is clear that grammar is one of the components that should be learned and mastered by the students in studying English, who want to be successful. Grammar is a crucial thing in learning English.

2. PRONUNCIATION

The word "pronunciation" means that way in which a language is spoken. Horn by (1987: 670), in order word, pronunciation accuracy means the way of someone speaks or utters English sound exactly how the native speakers do or standard speech.

From the definition above, the writer can conclude that every correct or exact pronunciation must be referred to the native speaker. However, most of Indonesian people faced difficulties in pronouncing them might be caused by the way of pronouncing vowels, consonant, diphthong, and clusters sound which are far different from pronouncing the sounds in Indonesian.

All words are made up of sounds and speakers of language need to know this sound if they understand what are said to them and understood in their turn. In addition, Citravelue Nasmalar (1996: 63), says a very important part of learning the spoken language is the learning and teaching of pronunciation. Therefore, as a teacher of English not only teach good pronunciation but also make it possible for the Students to acquire good pronunciation. According to Harris (1969: 8) good pronunciation includes vowel, consonants, diphthong, and stress intonation pattern.

3. VOCABULARY

The sstudents need to learn lexis of language. They need to learn what words mean and how they use. Meaning that, the students need to have plenty of vocabularies, since repeating words happen because the learners do not know the substitution words. Vocabulary is normally studied in dialogue or conversation.

It is known that vocabulary is important element in learning English of

foreign languages. You cannot do well in comprehension without a large amount of vocabulary. Burton SH (1982: 98). According Citravelue (1995: 250), says that "without vocabulary", structures and functions cannot be used in comprehension and communication. Vocabulary is an important aspect of second language learning.

From above theories we can infer that vocabulary mastery not only influence speaking ability but also reading and writing ability.

4. FLUENCY

Speaking is an active of reproduction words orally. It means that, there is a process of exchanging ideas between a speaker and listener. Therefore, it is very important to have fluency as having the capability of other components of speaking. Longman (1978:89) states that fluency is the quality or conduction of being fluent. It indicates since students understand each other in speaking it mean they have been fluent.

According Harris (1969: 81) says that fluency includes the easy and speed of the flow of speech, comprehension for oral communication, requires a subject to responds to speech as well to as initiate it.

The important thing here is that the idea must in some ways, be shared before communication exists. Lado (1961: 240) describe that speaking ability is the ability to express one self in live situation or the ability to report acts or ideas fluently.

It means that, if the student's have mastered all of the components, they will have good speaking ability.

C. Factors that influence speaking ability

Speaking is a complex skill. In addition, to know the sound, structure, and grammar system of language the speaker should think the idea that she / he wishes to express. Speaking means that the application of all language skill. Actually, there are many factors that influence the students in speaking. Generally, there are two main factors:

1. Internal factors

These factors come from the students themselves that consists of physiological aspect (the organ of the body) and physiological aspects such as intelligence, attitudes, interest, talent and motivation.

2. External factors

These factors consist of social environment such as family, teachers, staffs, society and friends, and non social environment such as house, school, equipment and atmosphere.

D. The Purpose of Speaking

The purpose of speaking as expected in 1994 curriculum is as follow, the first one is to conduct conversation about many things. The second one is to be able to describe things, people, places, and sequence of events orally. The third one is to express ideas, opinions, and feelings simply. The order one is to tell about planning simply. These purposes indicate that teaching English in Indonesia is to make learners to be able to use English for any topic and expression.

Cristrian (1975: 332) say that, the aims of speaking are to make the

students able to communicate to others. Learners are expected to be able to produce the language they learn. The importuning here is that the idea must in some ways, be sheered before communication exists.

Lado (1961: 240) describes that speaking ability is the ability to express oneself in life situation or the ability to report acts or situation in precise words of the ability to converse or to express a sequence of ideas fluently. In order to achieve those purposes as stated in the 1994 curriculum some activities can be done by the students, such as:

1. Talking about something that will be done
2. Asking and answering questions based on the information given
3. Stating Student's ideas about something

E.The Competence of English Skill

English is total to express idea, opinion, concept, as the English native speaker does. It is also a media to get and to expend knowledge, technology, culture, and art. English subject on senior high school has to be applied as a teaching matter and as a media to improve the students' personality in the field of knowledge, technology, culture and art. It is teaching focuses on four aspects that are well-known as four language skills; speaking, listening, reading and writing.

F. The Importance of Speaking

Speaking is one of the four language skills that must be mastered by the students. Speaking is as a capability to use a language. Hornby (1989: 227) states that to speak is to reproduce words or to use words in order to utter the words by using conversation. It means that, speak in order to make the listener understand.

Speaking is a skill that is needed in learning a language. This is because by speaking people can see messages, ideas, suggestion, or important information. Speaking is one of English skills. It is very important thing if someone would like to master a language. Speaking is the application of language skill. After mastering other language skills such as: reading, writing, and listening are meaning that, the ability to speak is very important, because the goal of language learning is to enable the students to use the language in communication. There are actually many things that we should improve in speaking for example by practicing English everyday with friends.

G. Relevant Research

In this relevant of research, the writer analyses two titles of the research, namely:

1. The first title is "The ability to speak fluently at the second year students of senior high school 2 Siak Hulu" written by Monaliza (2003). Based on her research it is said that the students in expressing ideas in English speaking fluently is difficult. Where it is caused by their problems in grammar, the meaning of the words, English vocabulary and pronunciation. Those problems are caused by their less effort to practice speaking and also they had less of self confident to do it. So, the ability to speak at second year students of senior high school 2 Siak Hulu is at less than enough levels.
2. The second title is "A Correlation between students, interest in speaking English and their speaking ability at the second year of SMUN 4 Pekanbaru" written by Roza Norti (2004). Based on her research, it is

found out that there is a significant correlation between students' interest in speaking English and their speaking ability at the second year of SMUN 4 Pekanbaru. The conclusion from this finding is at less than enough level.

Based on two titles above, the writer can conclusion that there is no same with the writer's title namely The Student's speaking ability at the Islamic Senior High School Diniyah Putri Pekanbaru.

H. The Operational concept

Operational concept is a concept used to give some explanation about theoretical framework, and to avoid misunderstanding and misinterpreting a scientific study we must know the concept of it. (Hornby, 1989:240) states, misunderstanding that concept is idea underlying something general nation. In order to be easy to measure and operate. The students at the first and the second year Diniyah Putri Islamic Senior High School Pekanbaru will have good in speaking ability if:

1. The students are able to speak grammatically correct. It means that the ability to use the sentences in general as structure use. And the students can use structure based on morphology or syntax well.
2. The students are able to speak English fluently. Students can express their own idea or feelings spontaneously.
3. Students are able to produce words correctly. It means that, pronunciation includes, consonants, vowels.
4. Students are able to choose the correct words when they speak English. It means that, vocabulary includes the right and appropriate use of word and

choice of words.

5. Students are able to express their idea, opinion in English simply

Factor influence speaking ability there are two main factors:

1. External Factor

- A. The teachers give the same opportunity and time to speak to the students
- B. The teachers always give motivation to the students in speaking English

2 Internal Factor

- A. The students have self-confident in speaking English.
- B. The students always practice their English conversation.
- C. The students are not hesitated in speaking English.
- D. The students are not shy in speaking English.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the methodology of the reseach. It presents the design of the research, the location and the time of the research, subject and the object of the research, population and sample of the research, and continued to techniques of data collection and technique of the data analysis.

A.The Research Design

The design of this research is a discriptive research. Descriptive research is used done to describe the facts and the characteristic of a given population or area of interest factually and accurately. This research performs only one variable. In this research, one variable means the level of the first and the second year students speaking ability of Islamic Senior High SchoolDiniyah Putri Pekanbaru.

B.The Location and Time

The location of this research will be taken at Diniyah Putri Islamic Senior High School Pekanbaru in the academic year 2009/2010. The school is located on K.H. Ahmad Dahlan Pekanbaru. And the time of this research was two months started February2011.

C. The subject and the object of the research

The subject of this study is students of Diniyah Putri Islamic Senior School Pekanbaru. The object of this research is speaking ability of the first and the second year students of Madrasah Aliyah Diniyah Putri Pekanbaru.

D. The Population and the Sample of research

The target population in this research is all of the students at the first and the second year students of Madrasah Aliyah Diniyah Putri Pekanbaru, in academic year 2009-2010. The number is 45 students. Because the population is small, the writer used the total sampling.

TABEL I.I.

No	Classification	Total classroom	Male	Female	Total
1	I	I	-	22	22
2	II	I	-	23	23
Total					45

E. The Technique of a Collecting Data

The technique that will be used to collect the data as follow:

A. Interview

Interview is used aimed to support main data collection and get information accurately. To get data on student in Speaking ability. The writer use interview technique. Hughes (1989:111) says that, an example of this procedure, which requires the two tester concerned in each interview both to assign candidates to a level holistically and to rate them.

According to Henning (1987: 34) say that on a five point scale 1 to 5 for each the following accent, grammar, vocabulary, fluency, comprehension. These ratings are then weighted and totaled.

B. Questioners

To look for the factors affected students speaking ability the writer has proved the first and the second year students Islamic Senior High School Diniyah

Putri Pekanbaru. The questioners describe some problems hindrance progress or ability in speaking English in this study, a set of questioner was by using the like scale. The questioner deals with responds opinion in responding to the following opinion:

- a. Always
- b. Seldom
- c. Never

The questioner had been distrubulated and it consist of 10 questions all of them have been collected.

F. The Technique of an Analyzing Data

To analyses data that have been collected, the writer used Arikunto (1996: 242) Formula. It was use to know the students scores, which is needed to decide the classification each student on their ability.

In analyzing the data, to find out the percentage, the writer used the formula as follows:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency

N = Total Number of the students

To know the percentage of the Student's classifications in four aspects in Speaking ability. The ability of students was classified according to the score they get for the test. Then, their ability was classified in five levels. The level of the ability is as follows:

TABEL 1.II

No	Proportion	Classification
1.	76% - 100%	Good
2.	56% - 75%	Enough
3.	40% - 55%	Less than enough
4.	00% - 40%	Bad

(Suharismi Arikunto 1997 : 246)

CHAPTER IV

THE DATA PERSENTATION AND DATA ANALYSIS

A. The Description of Data

1. Test Items.

The primary goal of this research is to find out the students' ability to speaking based on four aspects. The question for structure consists of 5 items, fluency consist 5 items, pronunciation consists of 5 items and vocabulary consists 5 items, (see appendix 1). All of the questions consist of eighteen items. The question items are distributed as follows:

- Structure : 2,4,7,11,12.
- Fluency : 6, 10,13,14,16.
- Pronunciation : 1,3, 5, 8, and 9
- Vocabulary : 14 15 16 17 18.

To identify the students' score, the writer uses formula: as Arikunto states:

$$P = \frac{F}{N} \times 100 \%$$

2. The Description of evaluation Technique.

In this research, Interview test is used to find out the students' speaking ability. The test consists of eighteen questions. The students must answer all of question. Then the aim of the test is to find out the students' ability in using pure opinion in speaking. And to identify the students' ability in speaking based on four aspects. To score the Students' Speaking ability, the writer only focusses on Students' Speaking ability on structure, fluency,

pronunciation, and vocabulary. And the time allowed in this test to each candidate was in 11 to 15 minutes for all questions. The language procedure was recorded.

The oral test of speaking ability based on four aspects of speaking ability consisted of five items and it calculated the students' score based on Arthur Hughes' statement (1989 : 111-112) , is the directions for rating each speaker for structure or grammar, fluency, pronunciation and vocabulary, Henning (1987 : 34) say that On a scale of 1-5 items.

Students' speaking ability in cases of structure can be divided into five:

1. If one is virtually no correct structure or no responds = 1
2. If one is error basic structure but some phrases rendered correct = 2
3. If one is error showing inferior control, but no weakness that causing misunderstanding = 3
4. If one is generally accurate structure, nationally slight error = 4
5. If one is no error of morphology or syntax = 5

Students' speaking ability in cases of fluency can be divided into five:

1. If one is long pauses, utterances left unfinished, or no response = 1
2. If one is define stumbling, but manage to rephrase and continue = 2
3. If one is speech is generally natural and continues, occasional slight stumbling or pauses at unnatural point in the utterance = 3
4. If one is speech is natural and continuous = 4
5. If one is speech is professional and generally topic as effort less and smooth as a native speaker = 5

Students speaking ability in cases of pronunciation can be divided into five:

1. If one is virtually no correct in pronunciation or no response = 1
2. If one is error of a very heavy, pronunciation make understanding difficult, and frequent repeatation = 2
3. If one is error pronunciation but have stressing =3
4. If one is generally accurate pronunciation, occasional slight error = 4
5. If one is no error pronounced or no error vowel consonants, and stress intonation pattern = 5

Students' speaking ability in cases of structure can be also be divided into five:

1. If one is virtually no correct vocabulary, or no response = 1
2. If one is error choice of word rendered correct = 2
3. If one is professional vocal cord and precise become complex practical problem and varied social situation = 3
4. If one is general accurate, vocabulary occasional slight error = 4
5. If one is no error of vocabulary and extensive as that of an educated native speaker = 5

Finally, when students' score is known, the writer would like to calculate their percentage (proportion). The score shows the type categories into 76 %-100% is good, 56% - 75 % is Enough, 40% - 55% is less than enough and less than 40% is bad.

TABEL I. III
STUDENT'S SCORE OF PRONUNCIATION

No	Students Name	N	True	Score	Classification
1	Desma Leli	25	11	44	Less than enough
2	Dina rahmawati	25	19	76	Good
3	Febri Islamati	25	14	56	Enough
4	Fitriani	25	12	48	Less than Enough
5	Fufu Marfuah	25	14	56	Enough
6	Ira fauzi	25	17	68	Enough
7	Istirahmani	25	15	60	Enough
8	Kembar yanti	25	21	84	Good
9	Mastalia	25	12	48	Less' than enough
10	Murniati	25	16	64	Enough
11	Mira Vevilaya	25	10	40	Less than enough
12	Nicki Harianti	25	14	56	Enough
13	Nova Haryani	25	11	44	Less than enough
14	Ratih Purwasih	25	15	60	Enough
15	Rapika	25	13	52	Enough
16	R. Erma Suryani	25	19	76	Good
17	Roza yunita	25	10	40	Bad
18	Rumiani	25	10	40	Bad
19	Selli Rrusmiati	25	15	60	Enough
20	Siti Aisah	25	14	56	Enough
21	Sri Marlinda	25	17	68	Enough
22	Yuni Fitriani	25	7	28	Bad
23	Afrina Tanjung	25	17	68	Enough
24	Desi Fitrayeni	25	17	68	Enough
25	Eka Yulianti	25	18	72	Good

26	Erma Makar	25	17	68	Enough
27	Faroh Humania	25	15	60	Enough
28	Fitria Juniati	25	10	40	Bad
29	Haryanti	25	16	64	Enough
30	Ijumani	25	13	52	Less than Enough
31	Jaya Ernalen	25	17	68	Enough
32	Kusmawati	25	13	52	Enough
33	Murnati PI	25	21	84	Good
34	NariaUlfa	25	5	20	Bad
35	Nuriah	25	8	32	Bad
36	Nurbaiti	25	14	56	Enough
37	Putri Ridho Ileri	25	8	32	Bad
38	Rani Andriani	25	13	52	Bad
39	Rubiati	25	9	36	Bad
40	Siti Maulidia. R	25	14	56	Enough
41	Siel Nita	25	10	40	Bad
42	Suhailah	25	11	44	Less than enough
43	Syahrul Mufaroha	25	13	52	Less than enough
44	Tengku Zaleha	25	17	68	Enough
45	Yusnita	25	20	80	Good
Σx				2488	
$\Sigma x1$				55,28	Less than enough

The Table I.III above shows that students' average score of pronunciation is **55, 28**. It shows that the score is categorized into **LESS THAN ENOUGH**.

TABEL I.IV
STUDENT'S SCORE OF FLUENCY

NO	Students Name	N	True	Score	Classification
1	Desma Leli	25	10	40	Bad
2	Dina rahmawati	25	15	60	Enough
3	Febri Islamati	25	13	52	Enough
4	Fitriani	25	7	28	Bad
5	Fufu Marfuah	25	12	48	Less than enough
6	Ira fauzi	25	16	64	Enough
7	Istirahmani	25	10	40	Bad
8	Kembar yanti	25	12	48	Less than enough
9	Mastalia	25	15	60	Enough
10	Murniati	25	11	44	Less than enough
11	Mira Vevilaya	25	12	48	Less than enough
12	Nivki Haryanti	25	12	48	Less than enough
13	Nova Haryanti	25	14	56	Enough
14	Rati Purwasi	25	12	48	Less than enough
15	Rapika	25	12	48	Less than enough
16	R. Erma Suryani	25	16	64	Enough
17	Roza yunita	25	10	40	Bad
18	Rusmiani	25	10	40	Bad
19	Selli Rrusmiati	25	12	48	Less than enoueh
20	Siti Aisah	25	13	52	Less than enough
21	Sri Marlinda	25	15	60	Enough
22	Yuni Fitriani	25	11	44	Less than enough
23	Afrina Tanjung	25	19	76	Good
24	Desi Fitrayeni	25	18	72	Enough
25	Eka Yulianti	25	12	48	Less than enough
26	Erma Makar	25	14	56	Enough

27	Faroh Humina	25	15	60	Enough
28	Fitria Juniali	25	16	64	Enough
29	Haryanti	25	11	44	Less than enough
30	Ijumani	25	12	48	Less than enough
31	Jaya Ernalen	25	11	44	Less than enough
32	Kusmawati	25	12	48	Less than enough
33	Murnati PI	25	14	56	Enough
34	Naria Ulfa	25	11	44	Less than enough
35	Nuriah	25	11	44	Less than enough
36	Nurbaiti	25	16	64	Enough
37	Putri Ridho Ileli	25	10	40	Bad
38	Rani Andriani	25	16	64	Enough
39	Rubianti	25	14	56	.Enough
40	Siti Maulidia. R	25	11	44	Less than enough
41	Siel Nita	25	13	52	Less than enough
42	Suhailah	25	12	48	Less than enough
43	Syahrul Mufarohah	25	12	48	Less than enough
44	Tengku Zaleha	25	10	40	Bad
45	Yusnita	25	21	84	Good
Σx				2324	
$\Sigma x1$				51,64444	Less than enough

Based on the Table I . IV above, it detemines that students' average score of fluency is **51, 64**. It shows that the score is categorized into **LESS THAN ENOUGH**.

TABEL I.V
STUDENTS' SCORE OF GRAMMAR

No	Students Name	N	True	Score	Classification
1	Desma Leli	25	10	40	Bad
2	Dina rahmawati	25	15	60	Enough
3	Febri Islamati	25	19	76	Good
4	Fitriani	25	9	36	Bad
5	Fufu Marfuah	25	17	68	Enough
6	Ira fauzi	25	14	56	Enough
7	Istirahmani	25	17	68	Enough
8	Kembar yanti	25	16	64	Enough
9	Mastalia	25	14	56	Enough
10	Murniati	25	15	60	Enough
11	Mira Vevilaya	25	16	64	Enough
12	Nicki Llarianti	25	17	68	Enough
13	Nova Haryani	25	15	60	Enough
14	Rati Purwasi	25	20	80	Good
15	Rapika	25	13	52	Less than enough
16	R. Erma Suryani	25	16	64	Enough
17	Roza yunita	25	12	48	Less than enough
18	Rumiani	25	13	52	Less than enough
19	Selli Rusmiati	25	15	60	Enough
20	Siti Aisah	25	14	56	Enough
21	Sri Marlinda	25	21	84	Good
22	Yuni Fitriani	25	6	24	Bad
23	Afrina Tanjung	25	22	88	Good
24	Desi Fitrayeni	25	20	80	Good
25	Eka Yulianti	25	14	56	Enough
26	Erma Makar	25	15	60	Enough

27	Faroh Humina	25	15	60	Enough
28	Fitria Juniati	25	10	40	Bad
29	Haryanti	25	14	56	Enough
30	Ijumani	25	18	72	Enough
31	Jaya Ernalen	25	14	56	Enough
32	Kusmawati	25	14	56	Enough
33	Murnati PI	25	19	76	Good
34	Naria Ulfa	25	9	36	Bad
35	Nurbaiti	25	16	64	Enough
36	Nuriah	25	17	68	Enough
37	Putri Ridho Ileli	25	20	80	Good
38	Rani Andriani	25	13	52	Less than enough
39	Rubianti	25	21	84	Good
40	Siti Maulidia. R	25	14	56	Enough
41	Siel Nita	25	13	52	Less than enough
42	Suhailah	25	9	36	Bad
43	Syahrul Mufarohah	25	14	60	Enough
44	Tengku Zaleha	25	16	68	Enough
45	Yusnita	25	16	68	Enough
Σx				2720	
$\Sigma x1$				60,4	Enough

Based on the Table I.V above, it can be identified that students' average score of grammar is **60,4**. It shows that the score is categorized into **ENOUGH**.

TABEL I.VI
STUDENTS' SCORE OF VOCABULARY

NO	Students Name	N	True	Score	Classification
1	Desma Leli	25	15	60	Enough
2	Dina Rahmawati	25	15	60	Enough
3	Febri Islamati	25	10	40	Bad
4	Fitriani	25	11	44	Less than enough
5	Fufu Marfuah	25	11	44	Less than enough
6	Ira fauzi	25	9	36	Bad
7	Istirahmani	25	14	56	Enough
8	Kembar yanti	25	14	56	Enough
9	Mastalia	25	17	68	Enough
10	Murniati	25	11	44	Less than enough
11	Mira Vevilaya	25	10	40	Bad
12	Nicki Harianti	25	13	52	Less than enough
13	Nova Harvani	25	15	60	Enough
14	Rati Purwasi	25	11	44	Less than enough
15	Rapika	25	10	40	Bad
16	R. Erma Suryani	25	10	40	Bad
17	Roza yunita	25	13	52	Less than enough
18	Rumiani	25	11	44	Less than enough
19	Selli Rusmiati	25	11	44	Less than enough
20	Siti Aisah	25	10	40	Bad
21	Sri Marlinda	25	13	52	Less than enough
22	Yuni Fitriani	25	14	56	Enough
23	Afrina Tanjung	25	16	64	Enough
24	Desi Fitrayeni	25	20	80	Good
25	Eka Yulianti	25	10	40	Bad

26	Erma Makar	25	12	48	Less than enough
27	Faroh Humania	25	11	44	Less than enough
28	Fitria Juniati	25	19	76	Good
29	Haryanti	25	16	64	Enough
30	Ijumani	25	9	36	Bad
31	Jaya Ernalen	25	12	48	Less than enough
32	Kusmawati	25	17	68	Enough
33	Murnati PI	25	13	56	Enough
34	Naria Ulfa	25	11	44	Less than enough
35	Nuriah	25	11	44	Less than enough
36	Nurbaiti	25	17	68	Enough
37	Putri Ridho Ileli	25	12	48	Less than enough
38	Rani Andriani	25	8	32	Bad
39	Rubianti	25	6	24	Bad
40	Siti Maulidia. R	25	14	56	Enough
41	Siel Nita	25	11	44	Less than enough
42	Suhailah	25	14	56	Enough
43	Syahrul Mufarohah	25	13	52	Less than enough
44	Tengku Zaleha	25	8	32	Bad
45	Yusnita	25	11	44	Less than enough
Σx				2240	
$\Sigma x1$				49,7	Less than enough

Based on the Table I .VI above,it can be determined that students' average score of grammar is **49,7**. It shows that the score is categorized into **LESS THAN ENOUGH**.

TABEL I. VII
STUDENTS SCORE OF FOUR ASPECT: GRAMMAR, FLUENCY,
PRONUNCIATION AND VOCABULARY

No	Students Name	Fluency	Grammar	Vocabulary	Pronouncation	Total
1	Desma Leli	40	40	60	44	44
2	Dina Rahmawati	60	60	60	76	64
3	Febri Islamati	52	76	40	56	56
4	Fitriani	28	36	44	48	39
5	Fufu Marfuah	48	68	44	56	54
6	Ira fauzi	64	56	36	68	54
7	Istirahmani	40	68	56	60	62
8	Kembar yanti	48	64	56	84	63
9	Mastalia	60	56	68	48	58
10	Murniati	44	60	44	64	53
11	Mira Vevilaya	48	64	40	40	48
12	Nicki Harianti	48	68	52	56	56
13	Nova Haryani	56	60	60	44	55
14	Rati Purwasi	48	80	44	60	58
15	Rapika	48	52	40	52	48
16	R. Erma Suryani	64	64	40	76	61
17	Roza yunita	40	48	52	40	45
18	Rumiani	40	52	44	40	44
19	Selli Rusmiati	48	60	44	60	53
20	Siti Aisah	52	56	40	56	47
21	Sri Marlinda	60	84	52	68	54
22	Yuni Fitriani	44	24	56	28	66
23	Afrina Tanjung	76	88	64	68	74
24	Desi Fitrayeni	72	80	80	68	75
25	Eka Yulianti	48	56	40	72	63
26	Erma Makar	56	60	48	68	58

27	Faroh Humania	60	60	44	60	56
28	Fitria Juniati	64	40	76	40	55
29	Haryanti	44	56	64	64	57
30	Ijumani	48	72	36	52	52
31	Java Ernaien	44	56	48	68	54
32	Kusmawati	48	56	68	52	56
33	Murnati PI	56	76	56	84	68
34	Naria Ulfa	44	36	44	20	36
35	N uriah	44	64	44	32	46
36	Nurbaiti	64	68	68	56	64
37	Putri Ridho Ileli	40	80	48	32	50
38	Rani Andriani	64	52	32	52	50
39	Rubianti	56	84	24	36	50
40	Siti Maulidia. R	44	56	56	56	53
41	Siel Nita	52	52	44	40	47
42	Suhailah	48	36	56	44	46
43	Syahrul	48	60	52	52	53
44	Tengku Zaleha	40	68	32	68	52
45	Yusnita	84	68	44	80	69
	Total	2332	2728	2472	2232	2466

The Reliability of the test

There were some steps to find the reliability of the test:

- A. The research had to find the mean score of the students answers. The mean score was obtained by computing every student's correct answers. The total score of student's correct answers were divided with the total number of the students. The total score of the student's answers was 582. The total number of the try out respondent was 45. Thus, the mean score was 13. ($582 / 45 = 12,9 = 13$).
- B. Then the research calculated the standard deviation of the test which was 3, 5.
- C. The last, the mean score and standard deviation were used in calculating the reliability of the test. The reliability of the test was 0, 51.

Based on above, the reliability of the test can be accepted if it is higher than 0, 51. Thus, it could be concluded that the reliability of the test is accepted.

3. Data about factor affected student's speaking ability

Some factors affected students speaking ability can be presented from the tables bellow:

TABEL I.VIII
THE STUDENTS' ANSWER WHEN THEY ARE ASKED WHETHER
THEIR TEACHER HELP STUDENTS TO INCREASE SPEAKING
ABILITY

Item	Alternative answer	Frequency	Percentage
A	Always practice speaking English	0	0%
B	Sometimes practice speaking English	33	73.3 %
C	Never practice speaking English	12	26,6 %
Total		45	100 %

From the table above, it can be concluded that teachers seldom practice English with their students in speaking. This can be seen from respondents' answer that majority of students sometimes 33 (73 %). Never 12(26 %) of students answer that they never practice speaking and 0 (0 %) of the students answer that they always practice speaking.

TABEL I.IX
THE STUDENTS' ANSWER WHEN THEY ARE ASKED WHETHER THE
STUDENTS HAVE STUDYING HOURS

Item	Alternative answer	Frequency	Percentage
A	Always	0	0%
B	Sometimes	15	33,3 %
C	Never	30	66.6 %
Total		45	100 %

From the table above, it can be concluded that student have not spare time to study out of class. It can be seen that 30 (66% students answer-that they have not spare time to study in out of class.15 (33 %) of students answer that they sometimes have time out of class. And none (0%) of students answer that they have not time to study out of class.

TABEL I.X
THE STUDENTS ANSWER WHEN THEY ARE ASKED ABOUT
THEACHERS' EXPLANATION

Item	Alternative answer	Frequency	Percentage
A	Easy to understand	0	0%
B	Difficult to understand	34	75,5 %
C	Very difficult to understand	11	24.4 %
Total		45	100 %

From the table above, it can be concluded that teacher's explanation is not easy to understand, especially in giving material for speaking. It can be seen from respondent's answer difficult 11 (24,4 %), and very difficult 34(75,5%) of students

TABEL I. XI
THE STUDENTS' ANSWER WHEN THEY ARE ASKED WHETHER THE
STUDENTS HAVE SPARE TIME

Item	Alternative answer	Frequency	Percentage
A	Always	0	0%
B	Sometimes	15	33,3 %
C	Never	30	66.6 %
Total		45	100 %

From the table above, it can be concluded that student have no spare time to study out of class. This can be seen that 30 (66%) of students answer-that they have no spare time to study in out of class. 15(33 %) of students answer that they sometimes have time out of class. And none (0%) of students answer that they always have study out of class.

TABEL I.X11
THE STUDENTS' ANSWER WHEN THEY ARE ASKED WHAT THEY
DO TO IMPROVE SPEAKING

Item	Alternative answer	Frequency	Percentage
A	Join a private course	0	0%
B	I always buy English magazine	0	0 %
C	I only study at classroom	45	100 %
Total		45	100%

From the table, it can be concluded that 45 (100%) of the students study English in the classroom, and none join private course not buying English

magazines.

TABEL I.XIII
THE STUDENTS' ANSWER WHEN THEY ARE ASKED HOW THEY
PRACTICE ENGLISH

Item	Alternative answer	Frequency	Percentage
A	I always communicate with my friend	0	0%
B	I practice my English out class also	7	15,5%
C	I never practice English with friend or my teacher	38	84,4 %
Total		45	100 %

The table above shows that 38 (84, 4 %) of students answer that they never practice their English with friends. 7 (15, 5 %) of students answer that they practice their English out of class, and none (0%) of students answer that they always communicate with their friends.

TABEL I. XIV
THE STUDENTS' ANSWER WHEN THEY ARE ASKED WHY THEY
DO NOT WANT TO SPEAK

Item	Alternative answer	Frequency	Percentage
A	I do not understand how to answer	2	4,4 %
B	I am afraid of making mistake	14	31,1%
C	I do not understand question	29	64,4 %
Total		45	100%

The above table shows that 29 (64 %) of student's answer 'I do not understand what my teacher asks Me. 14 (31 %) of students answer I am afraid make mistake. And 2(4,4%) of students answer' I do not understand how to answer..

TABEL I.XV
THE STUDENTS' ANSWER WHEN THEY ARE ASKED ABOUT
THEIR ACQUIRING IN TEACHING LEARNING PROCESS

Item	Alternative answer	Frequency	Percentage
A	I have pay attention to study in English speaking	0	0%
B	I do not have pay attention to study in English speaking	38	84,4 % »
C	I am not interested in studying English speaking	7	15,5%
Total		45	100 %

The above table shows us that most of the respondents 38 (84,4%) that students do not pay attention in studying English. 17 (15 %) of students' answer that they are not interested in studying speaking. And none (0 %) of the students answer they pay attention to study in English speaking.

TABEL I.XVI
THE STUDENTS' ANSWER WHEN THEY ARE ASKED WHAT THE
STUDENTS' EFFORT WHEN THEY FIND TROUBLE IN
LEARNING

Item	Alternative answer	Frequency	Percentage
A	I always ask my teacher what the meaning is	11	24,4 %
B	I open the dictionary to find what the meaning is	4	8,8 %
C	I don't care my difficulties	30	66,6 %
Total		45	100 %

The above table shows us the highest percentage is 30 (66, 6%) of the students don't care their difficulties, 11(24,4 %) of students answer that they always ask their teacher about their trouble. 4 (8,8%) of students answer that they open the dictionary to know the meaning.

B. DATA ANALYSIS

A. The Result of the study

The data from the scores obtained were tabulated in the oral interview scores. Four aspects of speaking: Structure, Fluency, Vocabulary and pronunciation, were analyzed in separate section, the total score as a whole was also calculated. In this data analysis, the writer would like to analyze data obtained from testing. The formula is as follows:

1. Structure

The students' ability in structure is shown in the following table.

TABEL I. XVII
THE ANALYSIS ON THE STUDENTS' STRUCTURE

No	Clacification		Frequency	Percentage
	Range %	Mastery level		
1	76-100	Good	8	17,78 %
2	56 - 75	Enough	26	57,78 %
3	40-55	Less than enough	5	11,12%
4	Less than 40	Bad	6	13,34 %
Total			45	100

The tabel above shows us that 8 (17,78 %) of students are classified into good 26 (57,78 %) are classified as enough. 11,12 % of students are classified as less than enough. 13, 34 % of students are classified into bad.

It means that 57,78 % obtained the highest percentage in aspect of grammar in speaking ability. The tabel indicates that most of students have enough ability for grammar.

The average score of students' speaking ability in aspect of grammar is:

$$\underline{X} = \frac{2728}{45}$$

$$\underline{X} = 60,62$$

The average percentage of this element is 60,62 %. Because the average percentage is between 56-75, it means that it is enough category.

The factors that influence grammar students Islamic Senior High School Diniyah Putri is weak in speaking like structure. Especially in using auxiliary do/does and using wh- questions of 'what and where'.

2. Fluency

The students' ability in fluency is shown in the following table.

TABEL 1. XVIII

THE MEAN SCORE OF STUDENTS' FLUENCY

No	Classification		Frequency	Percentage
	Range %	Mastery level		
1	76- 100	Good	2	4,45 %
2	56-75	Enough	15	33,34 %
3	40-55	Less than enough	21	46,67 %
4	Less than 40	Bad	7	15,56%
Total			45	100

From the above table, it can be seen that **4,45 %** of the students are classified as **good** in aspects of fluency in speaking ability. **33,34 %** of students are classified as enough. **46,67 %** of students are classified into **less than enough**. and **15, 56 %** of students are classified into **bad**.

It means that **46,67 %** (less than enough) got the highest percentage in ability of speaking in aspect of fluency. The tabel indicates that most of students have poor ability. Most of them still get difficults to produce conversation in English. Only a few of students could produce them accurately. It can be said

most of students are not fluent in speaking, it means that the students seldom practice English.

The average score of students' speaking ability in aspect fluency is:

$$\underline{X} = \frac{2332}{45}$$

$$\underline{X} = 51,82$$

The average percentage of this element is **51,82 %** that is between 40 - 55, it means that it is **less than enough**.

The factors influence fluency of students at Islamic Senior High School Diniyah Putri Pekanbaru are that the main factors have influenced the result of their less effort to practice it in the class and home And they have lack of self confidence to do it as well.

3. Pronunciation

The students' ability in pronunciation is shown in the following table.

TABEL I.XIX

THE ANALYSIS ON THE STUDENTS' PRONUNCIATION

No	Classification		Frequency	Percentage
	Range %	Mastery level		
1	76-100	Good	6	13,34%
2	56 - 75	Enough	22	48,84 %

3	40-55	Less than enough	7	15,56%
4	Less than 40	Bad	10	22,23 %
Total			45	100

From the above table, it can be seen that **6(13.34 %)** of the students are classified into **good** in aspect of pronunciation in speaking ability. **22 (48.89 %)** of students are classified into **enough**. **7 (15,56 %)** of students are classified into **less than enough**, and **10 (22.23 %)** of students are classified into **bad**.

It means that **22(48, 84 %)** of the students obtained the highest percentage in ability of speaking in aspect of pronunciation. The tabel indicates that most of thenstudents have less than enough ability.

The average score of students' speaking ability in aspect of pronunciation is:

$$\underline{X} = \frac{2472}{45}$$

$$\underline{X} = 54,93$$

The average percentage of this element is 54,93 % or between score 40 - 55, it means that it is **less than enough category**.

The factors that influence the students pronunciation at Islamic Senior High School Diniyah Putri Pekanbaru is the students themselves (Internal factors) according to the result of questionnaire obtain good pronunciation. Therefore, as a teacher of English. We not only teach good pronunciation but also make it is possible for the students to acquire good pronunciation..

4. Vocabulary

The students' ability in vocabulary is shown in the following table.

TABEL 1.XX
ANALYSIS ON THE STUDENTS' VOCABULARY

No	Classification		Frequency	Percentage
	Range %	Mastery level		
1	76-100	Good	2	4,45 %
2	56 – 75	Enough	14	31,32%
3	40-55	Less than enough	18	40%
4	Less than 40	Bad	11	24,45 %
Total			45	100

From the above tabel, **2(4,45 %)** of the students' ability in speaking in aspect of vocabulary is classified into **good**. **14 (31,32 %)** of students are classified into **enough**. **16 (40 %)** of students are classified into **less than enough**, and **11(24,45 %)** of students are classified into **bad**.

It means that 40 % got the highest percentage ability in speaking in aspect of vocabulary. The table indicates that most of students have **less than enough ability**.

The average score of students' speaking ability in aspects vocabulary is:

$$\underline{X} = \frac{2232}{45}$$

$$\bar{X} = 49.6$$

The average percentage of this element is 49, 6 % or between 40 - 55, it means that it is **less than enough category**.

The factors that influence vocabulary mastery, the students of Islamic Senior High School Diniyah Putri Pekanbaru is the students themselves (Internal factors) According to the result questionnaire. They seldom practice in English consequently, they have lack of vocabularies, and they seldom read the books in English.

5. The recapitulation of Structure, Fluency, pronunciation, Vocabulary.

The students' ability in structure, fluency, pronunciation and vocabulary can be seen in the following table.

TABEL I.XXI

THE ANALYSIS ON THE STUDENTS' ABILITY IN FOUR ELEMENTS OF SPEAKING ABILITY (GRAMMAR, FLUENCY, PRONUNCIATION AND VOCABULARY)

No	Classification		Frequency	Percentage
	Range %	Mastery level		
1	76-100	Good	0	0,00 %
2	56-75	Enough	19	42,23 %
3	40 – 55	Less than enough	24	53,34 %
4	Less than 40	Bad	2	4,45 %
Total			45	100

From the above table, it can be seen that **none (0.00 %)** of the students' ability in speaking in four aspects classified into **good**, 19 (42, 23 %) of students are classified into **enough**. **24 (53,34 %)** of students are classified into **less than enough**, and **2 (4,45 %)** of students are classified into **bad**.

It means that **24(53, 34 %)** got the highest percentage ability in speaking in all aspects. The table indicates that most of students have **less than enough ability**.

The mean can be calculated as follows:

In conclusion, the total average score of the respondents in this test is **less than enough**.

$$\begin{aligned}\bar{X} &= \frac{M1+M2+M3+M4}{4} \\ &= \frac{60.62 + 51.82 + 54.93 + 49.6}{4} \\ &= 54,25\end{aligned}$$

Based on the last result, it can give the answer of the first formulation of the problem that the average percentage of students score is **54,25 %**. It means that the students' ability in speaking at Islamic Senior High School "Diniyah Putri Pekanbaru" is classified **less than enough** or it is between 40 % - 55 %, it means that it is **less than enough category**.

To answer the second formulation of the problem. It can be concluded that the factors influence four aspects of speaking ability of the students Islamic Senior High School Diniyah Putri Pekanbaru is the students themselves (Internal

factor). (1) They did not master the grammar well. (2) They did not know the meaning of word. (3), They had lack of vocabulary English, and (4) They got difficulties in pronouncing the words. Besides, the main factors have influenced the result, they had less effort to practice it in the class and at home, and at last they had less of self confident to do it as well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in the former chapter, the writer makes several conclusions of that area as follows:

1. The speaking ability in aspect of grammar at Islamic Senior High School "Diniyah Putri is at enough level, because the proportion level of students is 57 %, which is located at the category 56 - 75 %.
2. The speaking ability in aspect of fluency at Islamic Senior High School "Diniyah Putri is at enough level, because the proportion level of students is 46 %, which is located at the category 40 - 55 %.
3. The speaking ability in aspect pronunciation at Islamic Senior High School "Diniyah Putri is at enough level. Because the proportion level of students is 48 %, which is located at the category 56-75 %.
4. The speaking ability in aspect vocabulary at Islamic Senior high school "Diniyah Putri is at less than enough level, because the proportion level of student is 57 %, which is located at the category 40 - 55 %.
5. The speaking ability in four aspects at Islamic Senior high school "Diniyah Putri is at less than enough level, because the proportion level of student is 53% which is located at the category 40 - 55 %.

6. Based on the result of study, it was found that the students had competencies in speaking which contains structure, fluency, pronunciation and vocabulary. However, there were weaknesses of students in speaking like structure especially in using auxiliary do / does and using wh- questions of 'what and where'. The other weaknesses are when the students express their idea in English speaking. It is caused by their problem of grammar, understanding the meaning of the words, English vocabularies and pronunciation. Those problems are caused by their surrounding and also they have lack of self confidence to do it.
7. The conclusion of the questionnaire there are four points in which students of Islamic Senior High School Diniyah Putn face some difficulties to speak English. First, they did not master the grammar well. Second, they did not know the meaning of the word. Third, they had lack of vocabulary in English vocabularies. Fourth, they got difficulties in pronouncing the word. Besides, the main factors have influenced the result of their less effort to practice it in the class and home. And at last, they had lack of self confidence to do it as well.

B. Suggestion

After conducting this research, the speaking ability of the students, in this case, the writer wants to suggest or deliver several suggestions as follows:

All of students of Islamic Senior High School "Diniyah Putri" Pekanbaru are hoped to improve their speaking ability especially speaking skill. In another word, to improve their ability in speaking by taking a part in a group of English discussion or English conversations. Practice at another class or home, because speaking is one of the four language skills, which need to be mastered. One thing that should be remembered as the key of successfull in speaking skill is practice, and have the best self confident when they want to do it.

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Appendix I: Speaking Test

- 1. This research is used for scientific research.**
 - 2. This is not affecting your grade in certain teacher after doing this research.**
 - 3. Thank for your willingness to cooperate in answering the question.**
-

1. Excuse me friend.
2. What is your complete name?
3. How do you spell it?
4. What is your nickname?
5. Where do you come from?
6. Where do you live?
7. What is your hobby?
8. What are your parents?
9. How many brothers and sister do you have?
What number are you in your family?
10. Who is the oldest?
Who is the youngest?
11. What is your favorite food?
12. What is your favorite fruit?
13. How do you go to school?
14. Have you cook rice? What do you need to cook rice?
15. What time do you breakfast? What do you need for breakfast?
16. What subjects do you like in your school? What is your reason?
17. How many times do you take a bath in a day? What do you need to take a bath?
18. Can you explain about your country or your village? What is the famous in your country?

Grammar

1. What is your name?
2. What is your nick name?
3. What is your hobby?
4. What is your favorite food?
5. What is your favorite fruit?

Pronunciation

1. Excuse me friend?
2. How do you spell it?
3. Where do you come from?
4. What are your parents?
5. How many brother and sister do you have?

What number are you in your family?

Fluency

1. Where do you live?
2. Who is the oldest? Who is the youngest?
3. How do you go to school?
4. Have you ever cook rice? What do you need to cook rice?
5. What subject do you liked in your school0 What is your reason?

Vocabulary

1. Have you ever cook rice? What do you need to cooks rice?
2. What time do you breakfast? What do you need for breakfast?
3. What subject do you like in your school? What is your reason?
4. How many time do you take a bath in a day? What do yon need to take a bath?
5. Can you explain about your country or your village? What is the famous in your country?

APPENDIX II: Questionnaire

1. **This research is used for scientific research.**
 2. **This is not affecting your grade in certain teacher after doing this research.**
 3. **Do as interacted and write down your interaction on the sheet provided.**
 4. **Thank for your willingness to cooperative in answering the question.**
-

1. Upaya apa yang dilakukan oleh gurumu untuk meningkatkan nilai speaking mu?
 - a. Selalu mempraktekan speaking.
 - b. Jarang mempraktekan speaking
 - c. Tidak pernah mempraktekan speaking sama sekali.
2. Apakah didalam kelas, gurumu pernah mengadakan latihan conversation?
 - a. Setiapjam pelajaran bahasa inggris
 - b. Kadang-kadang saja.
 - c. Tidak pernah sama sekali.
3. Apakah materi yang disampaikan gurumu itu menarik?
 - a. Sangat menarik sekali.
 - b. Kurang menarik.
 - c. Tidak menarik sama sekali.
4. Apakah kamu memiliki waktu belajar yang lain selain dikelas?
 - a. ada waktu belajar diluar kelas
 - b. jarang ada waktu belajar diluar kelas.
 - c. Tidak ada waktu sama sekalibelajar diluar kelas.
5. Bagaimana gurumu menerangkan materi pelajaran?
 - a. sangat mudah diserap.
 - b. Agak sulit diserap
 - c. Sulit sekali di serap.
6. Apa usahamu memperbaiki hasil belajar bidang studi bahasa inggris?
 - a. Mengikuti kursus/privat.
 - b. Dengan berlangganan majalah Inggris.
 - c. Dengan hanya mengikuti pelajaran sesuai dengan jadwal di sekolah.
7. Bagaimana cara kamu mempraktekan pelajaran speaking tersebut?
 - a. Berkomunikasi dengan guru dan teman.
 - b. Mempraktekannya diluar sekolah.
 - c. Tidak pernah berkomunikasi dengan teman juga guru.
8. Mengapa anda tidak mau berbicara. jika ditanya dalam bahasa inggris?
 - a. Anda tidak tahu apa yang anda harus jawabdalam bahasa inggris.
 - b. Anda malu untuk menjawab dalam bahasa karena takut salah.
 - c. Anda tidak tahu apa yang ditanya guru /teman and tersebut.
9. Sejauh mana perhatian anda dalam belajar bahasa inggris?
 - a. Punya perhatian yang sangat senus untuk belajar speaking.
 - b. Punya perhatian yang kurang terhadap pelajaran peaking.
 - c. Tidak suka belajar speaking.
10. Jika kamu mengalami kesulitan dalam belajar speaking terutama kamu tidak mengetahui apa yang dibicarakan oleh gurumu, apa yang kamu lakukan?
 - a. Bertanya pada guru tersebut apa maksudnya.
 - b. Membuka kamus dengan melihat artinya.
 - c. Tidak mempermasalahkan kesulitan tersebut.

CURRICULUM VITAE



SAFRINA, Lahir pada tanggal 29 Agustus 1985 di desa Pidoli Lombang, Kecamatan Panyabungan Kota, Kabupaten Mandailing Natal, Provinsi Sumatera Utara; dari pasangan suami istri Alm. Jahuddin Hasibuan dan Roannah Nasution yang merupakan anak ke empat dari empat bersaudara.

Latar Belakang Pendidikan Formal

1992 – 1998 : SDN 01 Panyabungan Kota, Mandailing Natal

1998 – 2001 : SMPN 01 Panyabungan Kota, Mandailing Natal

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